



# TENNESSEE ALTERNATIVE PERFORMANCE BASED ASSESSMENT (APBA)

STUDENT\* \_\_\_\_\_ DOB \_\_\_\_\_

COURSE \_\_\_\_\_

TEACHER \_\_\_\_\_

End of Course score \_\_\_\_\_ Date End of Course Administered \_\_\_\_\_

Percent/Adjusted Score Based On Alternative Performance Based Assessment \_\_\_\_\_

I certify that the above named student ☐ has ☐ has not demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

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Teacher signature \_\_\_\_\_ Date \_\_\_\_\_

*\*Note – Only students with disabilities on an active IEP are eligible for participation in the APBA*

## English I Rubric

<b>Standard 1: Language</b>			
<b>Course Level Expectation (Required)</b>	<b>*Checks for Understanding (Required)</b>	<b>Method of Assessment **See Key</b>	<b>0 = No Evidence</b> <b>1 = limited Evidence</b> <b>2 = Proficient or Above</b>
			<b>Rating from 0 to 2</b>
<b>CLE 3001.1.1</b> Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<b>3001.1.5</b> Know and use correctly Standard English conventions for punctuation, capitalization, and spelling.		0 1 2
	<b>*3001.1.8</b> Recognize and use the appropriate word in frequently confused pairs (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle).		0 1 2
<b>CLE 3001.1.3</b> Understand and use correctly a variety of sentence structures.	<b>3001.1.3</b> Know and apply a variety of sentence-combining techniques.		0 1 2
	<b>3001.1.7</b> Use previously learned strategies to determine and clarify word meanings (e.g., roots, affixes, textual context).		0 1 2

## English I Rubric

Standard 2: Communication			
Listening			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
<b>CLE 3001.2.1</b> Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.	<b>*3001.2.1</b> Follow multi-tasked instructions to perform a specific role in a task, answer questions, and solve problems.		0 1 2
	<b>3001.2.7</b> Listen actively in group discussions by posing relevant questions and by eliminating barriers to communication.		0 1 2
<b>CLE 3001.2.2</b> Summarize, paraphrase, and critique information presented orally by others.	<b>3001.2.3</b> Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence.		0 1 2
	<b>*3001.2.4</b> Paraphrase information presented orally by others.		0 1 2
	<b>3001.2.5</b> Critique ideas and information presented orally by others.		0 1 2

## English I Rubric

Standard 2: Communication			
Speaking			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3001.2.6 Deliver effective oral presentations.	*3001.2.8 Include facts, reasons, details, or examples to support points.		0 1 2
	*3001.2.9 Organize oral presentations.		0 1 2
	3001.2.11 Arrange ideas logically and maintain a consistent focus.		0 1 2
	3001.2.15 Employ effective presentation skills, including good eye contact, careful enunciation, appropriate rate and volume, and relaxed body language.		0 1 2
CLE 3001.2.7 Participate in work teams and group discussions.	*3001.2.16 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision).		0 1 2

## English I Rubric

Standard 3: Writing			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3001.3.1 Write in a variety of modes for a variety of audiences and purposes.	3001.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).		0 1 2
	*3001.3.2 Create work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports).		0 1 2
CLE 3001.3.2 Employ a variety of prewriting strategies.	3001.3.14 Generate notes while collecting information, following a logical note-taking system.		0 1 2
	*3001.3.15 Create an outline based on research, note-taking, or another method of generating content.		0 1 2
CLE 3001.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.	*3001.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, or examples that support the thesis.		0 1 2
	*3001.3.12 Use a variety of correct sentence structures.		0 1 2
	3001.3.18 Practice writing to a prompt within a specified time.		0 1 2
CLE 3001.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.	*3001.3.17 Drawing on reader's comments, appropriately revise papers.		0 1 2
	*3001.3.19 Use the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.		0 1 2

## English I Rubric

### Standard 4: Research

Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
<b>CLE 3001.4.1</b> Define and narrow a problem or research topic.	<b>*3001.4.1</b> Narrow a topic so that the research process is manageable and a clear research question is identified.		0 1 2
<b>CLE 3001.4.2</b> Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	<b>3001.4.2</b> Take and organize notes on information relevant to the topic and identify areas for research.		0 1 2
<b>CLE 3001.4.3</b> Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.	<b>3001.4.6</b> Examine resources for their credibility, reliability, strengths, and limitations, using criteria appropriate to the discipline.		0 1 2
	<b>3001.4.7</b> Collect evidence in varied ways to answer the research question.		0 1 2

### Standard 5: Logic

Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	Rating from 0 to 2
<b>CLE 3001.5.1</b> Use logic to make inferences and draw conclusions in a variety of challenging oral and written contexts.	<b>*3001.5.1</b> Complete word analogies.		0 1 2
<b>CLE 3001.5.2</b> Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.	<b>* 3001.5.2</b> Analyze text for cause-effect relationships.		0 1 2
<b>CLE 3001.5.3</b> Evaluate an argument, considering false premises, logical fallacies, and the quality of evidence presented.	<b>*3001.5.6</b> Evaluate the evidence given to support or oppose an argument.		0 1 2

## English I Rubric

<b>Standard 6: Informational Text</b>			
<b>Course Level Expectation (Required)</b>	<b>*Checks for Understanding (Required)</b>	<b>Method of Assessment **See Key</b>	<b>0 = No Evidence</b> <b>1 = limited Evidence</b> <b>2 = Proficient or Above</b>
			<b>Rating from 0 to 2</b>
<b>CLE 3001.6.1</b> Comprehend and summarize the main ideas of informational and technical texts and determine the essential elements that elaborate them.	<b>3001.6.1</b> Identify the main ideas in informational and technical texts.		0 1 2
	<b>3001.6.4</b> Draw appropriate inferences and conclusions in informational and technical texts.		0 1 2
	<b>3001.6.5</b> Summarize in a concise and well-organized way the main ideas and supporting details in informational and technical texts.		0 1 2
<b>CLE 3001.6.3</b> Read, interpret, and analyze graphics that support informational and technical texts.	<b>*3001.6.11</b> Interpret graphics in informational texts.		0 1 2
<b>Standard 7: Media</b>			
<b>Course Level Expectation (Required)</b>	<b>*Checks for Understanding (Required)</b>	<b>Method of Assessment **See Key</b>	<b>Rating from 0 to 2</b>
<b>CLE 3001.7.3</b> Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.	<b>3001.7.1</b> Recognize the effects of sound, visual images, and language on audience.		0 1 2
	<b>3001.7.7</b> Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.		0 1 2

English I  
Performance Based Alternative Assessment Rubric

**Standard 8: Literature**

Standard 8: Literature			
Course Level Expectation (Required)	*Checks for Understanding (Required)	Method of Assessment **See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
CLE 3001.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).	*3001.8.1 Analyze the setting, plot, theme, characterization, and narration of short stories and novels.		0 1 2
CLE 3001.8.5 Know and use appropriate literary terms to derive meaning and comprehension from various literary genres.	3001.8.9 Explain the impact of the author’s choice of a particular point of view (e.g., first person, third person, third-person limited, third-person omniscient).		0 1 2
	3001.8.14 Identify, analyze, and evaluate the development of the theme(s) of a literary text.		0 1 2
	*3001.8.18 Comprehend and use figurative language.		0 1 2
<b>*Method of Assessment Key</b> 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of technology 6. Other		<b>TOTAL POINTS</b> _____  <b>Percentage = <u>Total Points</u></b> _____ % <b>80</b>	
<b>Statement of Assurance (REQUIRED):</b> As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.			
_____ Signature		_____ Date	